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ABSTRACT

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume outlines an organizational schema for the district that is intended to facilitate effective implementation and evaluation of that curriculum. This schema calls for (1) realignment of the central administration in order to improve the delivery of services to local schools, (2) realignment of administrative regions within the district to ensure more equitable distribution of responsibilities and resources, (3) use of uniform nomenclature in developing organization charts for the central administration and regional units, and (4) examination of existing patterns of community involvement and development of a comprehensive community involvement plan. In addition to discussing each of these steps, the booklet also presents a detailed performance schedule for implementation of the complete organizational schema. (JG)

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2

FULFILLING THE MISSION . . .

The Organizational Schema

Volume III

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Vincent E. Reed
Superintendent

MISSION OF THE PUBLIC SCHOOLS

DISTRICT OF COLUMBIA

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

October 1976

The
Organizational
Scheme

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THE ORGANIZATIONAL SCHEMA

RATIONALE

The rationale for the organizational schema is based on this Administration's desire to facilitate the development and implementation of a Competency-Based Curriculum through the identification and utilization of existing resources; to organize and utilize a full range of learning resources in order to provide an effective delivery system of educational services and resources to students and teachers; and to monitor these processes and the people who perform them.

THE STUDIES

The ultimate responsibility of a school system, whether centralized or decentralized, is to provide quality education for its students. In earlier years, the historical trend in the District of Columbia and elsewhere was toward centralization. More recently, during the decade of the 1960's, there was a reconsideration of this trend and a growing willingness to explore the feasibility of various forms of decentralization. Some experimental forms, i.e., Model School Division and the Anacostia Community School Project, were put into practice in the District of Columbia but on a limited basis.

Various studies of the school system have dealt with decentralization including: (1) the Passow Study in 1967, which advocated community boards of education elected by the voters and eight decentralized sub-systems each with an appointed community superintendent;[1] (2) the four-volume Price Waterhouse study, completed in January, 1972, which spoke in Volume III of the need for certain organizational changes, especially as they affected management services;[2] and (3) the Nelsen Commission report of August 1972, on the organization of the District Government which set forth the following view with regard to which functions should be decentralized:

1. No function should be decentralized unless it is first determined that it can be performed more economically and effectively on a decentralized basis.

2. No function should be decentralized until it is first adequately controlled on a centralized basis. To do otherwise would defeat the purpose of decentralization. For example, hiring is not adequately controlled at the present time. Until the school administration can control this situation, it should not decentralize hiring authority.

3. Only those functions should be decentralized which are governed by a formalized and effective system of guidelines, policies, procedures, reporting, and other feedback requirements, very specific assignments of responsibility, accountability, etc. To do otherwise can only produce extravagance, waste, and disorganization.

4. A decentralized operation must be monitored to assure continued compliance with established policies and procedures.[3]

The impetus toward decentralization in the 1960's emanated from the Passow Study. The Executive Study Group, which was created to review the Passow Study, supported the concept of decentralization; however, it recommended that the then sitting Board, which was appointed, not make a decision concerning decentralization which might be binding on the new Board soon to be elected.

In 1970, responding to a charge from the Board of Education, Superintendent Hugh J. Scott initiated a study of decentralization which resulted in a May 1971 report, displaying six alternative regional patterns and advocating a plan consisting of five decentralized areas. Two additional plans were prepared between May 1971 and May 1973. No action was taken on these plans due to a number of circumstances, including a fiscal crisis, a reduction-in-force, and a teacher strike. The Board of Education on January 15, 1973 adopted ten goals for the school system and underscored its commitment to some form of decentralization.[4] It remained for Superintendent Barbara A. Sizemore to implement this goal of the Board of Education. In July 1974 the administration established six administrative subdivisions of the school system called regions, each with a regional superintendent and staff.

[1] A. Harry Passow, Toward Creating a Model Urban School System: A Study of the Washington, D. C. Public Schools (New York: Teachers College, Columbia University, September 1967), p. 159.

[2] Price Waterhouse & Co., Review and Evaluation of Management Support Systems, Vol. III (Washington, D. C.: Public Schools of the District of Columbia, January 1972), pp. 2-5.

[3] Commission on the Organization of the Government of the District of Columbia, Report of the Commission on the Organization of the Government of the District of Columbia, Vol. II (Washington, D. C.: Government Printing Office, August 1972), p. 434.

[4] Board of Education, "Goals of the Board of Education," (Washington, D. C.: Public Schools of the District of Columbia, January 15, 1973), pp. 1-2.

THE STUDIES (Continued)

A recent internal study of decentralization focusing on organizational charts and functional descriptions of specific responsibilities of both the central and regional levels; current school year pupil membership; number of schools, instructional programs and special projects by regions; and a description of present structures for community involvement revealed:

- That what constitutes decentralization in many cities varies greatly from place to place according to the needs and conditions of the individual communities.
- That the trend toward further centralization of services in the D. C. Public Schools was effectively reversed with the establishment of six administrative regions in July 1974.
- That regionalization (administrative decentralization) best describes the present organizational structure of the Public Schools of the District of Columbia.
- That the nomenclature for organizational units of the D. C. Schools is inconsistent and that major organizational changes are not consistently reflected in an officially adopted and disseminated form.
- That among regions in the D. C. Public Schools there is a significant variation in numbers of students, staff, and special programs.
- That the present structures for community involvement in the D. C. Public Schools contain a multiplicity of methods for parental and community involvement and input.

ACTION STEPS

As the result of a careful assessment of the data gathered on the present status and structure of the school system, the following steps are planned:

Step I: A realignment of central administration based on determined missions and functions to insure the delivery of services—both educational and management—to the local school in support of a quality educational program

Step II: A realignment of the size of the regions, regional functions, and regional staffing to insure a more equitable distribution of responsibilities and resources and to provide for effective operation of the school system

Step III: The utilization of uniform nomenclature in developing organization charts for central and regional units and the timely dissemination of approved organizational charts to school system personnel

Step IV: An examination of the existing patterns of community involvement and the development and implementation of a comprehensive plan for the systematic inclusion of all parties concerned with the welfare of the children and the public schools.

STEP I: REALIGNMENT OF CENTRAL ADMINISTRATION

The purposes of the new organizational schema for central administration are to facilitate the previously described "Design for Delivery of Educational Services," Volume II, and to combine similar functions, thus eliminating duplication of efforts. In developing an organizational schema to accomplish these purposes, the mission and functions of each office, division, department and/or branch were carefully reviewed. This review clearly revealed the need for combining compatible functions and restructuring certain areas of the central administration.

The organizational structure includes: Office of the Superintendent, Office of Instruction, Office of Educational Programs and Services, Office of State Administration, Office of Management Services, Regions, Division of Planning, Division of Research and Evaluation, Communications and Public Relations Branch, and Labor Relations Branch.

The initial emphasis is being placed on a restructuring of the areas of instruction, educational programs, and services. Two offices, the Office of Instruction and the Office of Educational Programs and Services will be charged with the administrative responsibility for these areas.

The restructuring of the present Division of Instruction will include the establishment of a CBC Coordinating Team, CBC Implementation Team, and an Instructional Support Team; the transfer of the Pupil Appraisal Branch from the Division of Pupil Personnel Services to the Office of Instruction thus, making provisions for coordinated criterion-referenced test development and appraisal of student progress and the establishment of a CBC Center which will include staff development, curriculum development, and test development. Professional publications, media and library services, and special programs will remain as components of the Office of Instruction.

The establishment of the Office of Educational Programs and Services will be constituted by transferring Career Development from the Division of Instruction, transferring Adult and Continuing Education from the Office of State Administration, and by including Special Education and Pupil Personnel Services which were formerly under the Division of Pupil Personnel Services.

The reporting line of regional superintendents directly to the Superintendent will be maintained in a continuing effort to close the bureaucratic gap between the field and central administration.

The Office of State Administration will be restructured in order to coordinate the administration of all federal grant functions. A Division of Grants Administration will administer all federal grants, including those formerly administered by the Division of Special Education, the Division of Adult and Continuing Education, and the Division of Career Development. A Division of Regulatory Services will be responsible for such functions as rule-making, nonresidence tuition enforcement, equal employment opportunity, and Title IX enforcement.

A Division of Planning has been established which will serve to accomplish educational and facilities planning for the school system. This Division has been organized by bringing together personnel previously involved in planning in the Office of Planning, Research and Evaluation and the Division of Buildings and Grounds.

The heads of the Division of Research and Evlauation, the Division of Planning, the Labor Relations Branch, and the Communications and Public Relations Branch will report directly to the Superintendent.

Significant changes in the Office of Management Services include: the combining of Safety and Security and the restructuring of Buildings and Grounds. These changes are expected to insure significant improvements in the major support areas.

Specifically, the new organizational schema will assist the administration in accomplishing the following:

- Development and implementation of the Competency-Based Curriculum;
- Utilization of a full range of learning and supportive services for students;
- Development of a comprehensive short-term and long-term educational plan in accordance with system goals and priorities;
- Development and coordination of procedures for the collection, analysis, and reporting of data; and for the design and performance of a system-wide evaluation of educational programs;
- Monitoring the delivery of resources;

- Cohesive oversight management of grant administration and regulatory and liaison services to students and staff;
- Systematic means for dissemination of information relative to school activities;
- Development and maintenance of an effective labor relations program for the D. C. Public Schools.

Chart I shows by function the organizational schema which has been designed for central administration. The key indicates the uniform nomenclature which has been devised. Definitions of these items are delineated in Step III.

MISSION STATEMENTS

The mission statement for the Office of the Superintendent, as well as for each office, division or branch reporting directly to the Superintendent follows:

OFFICE OF THE SUPERINTENDENT

MISSION:

The Office of the Superintendent will direct the administration of the school system in accordance with existing statutes and the rules, policies and orders of the Board of Education, and provide leadership for the progressive development and implementation of the educational program.

OFFICE OF INSTRUCTION

MISSION:

The Office of Instruction will design and implement a Competency-Based Curriculum using the vehicles of staff development, curriculum development, test development, professional publications, media and library services, and special programs.

OFFICE OF EDUCATIONAL PROGRAMS AND SERVICES

MISSION:

The Office of Educational Programs and Services will administer, coordinate, and deliver competency-based approaches in special education, career development, adult and continuing education, and pupil personnel services.

OFFICE OF STATE ADMINISTRATION

MISSION:

The Office of State Administration will administer all grants and provide specified regulatory and liaison services.

OFFICE OF MANAGEMENT SERVICES

MISSION:

The Office of Management Services will direct effective coordination and delivery of all supportive services necessary to sustain and improve the operations of the school system on a cost effective basis.

REGIONS

MISSION:

The Regions will administer and supervise all educational programs and services in assigned schools; participate in the development and preparation of city-wide goals and objectives, programmatic approaches, operational plans, and evaluations; coordinate and monitor the utilization of resources and assist in the identification of equipment needs, school boundary requirements and regional capital improvements priorities.

DIVISION OF PLANNING

MISSION:

The Division of Planning will design, implement, and

MISSION STATEMENTS (Continued)

monitor a comprehensive educational planning process for the school system; provide assistance to the various elements of the school system in short and long-term planning for programs and operations.

DIVISION OF RESEARCH AND EVALUATION

MISSION:

The Division of Research and Evaluation will provide system-wide research and evaluation services which include the collection, compilation and analysis of data, the preparation of statistical reports, the maintenance of a research information center, the conduct of surveys and research studies, the coordination of evaluation studies both local and national, and the development and implementation of a program evaluation system.

COMMUNICATIONS AND PUBLIC RELATIONS BRANCH

MISSION:

The Communications and Public Relations Branch will create a more positive image for the public schools, transmit major goals and priorities of the school system to its constituencies, and provide opportunities for people within the D. C. Public Schools to share information about programs and activities in which they are engaged.

LABOR RELATIONS BRANCH

MISSION:

The Labor Relations Branch will develop and implement an effective labor relations program which includes contract negotiations and other aspects of labor relations.

STEP II: REALIGNMENT OF REGIONS

Since the beginning of regionalization, there has been a disparity in the number of schools and in the student populations assigned to each region. The regional boundaries, for the most part, were derived from high school boundaries. In some instances, this caused schools to be assigned inappropriately if other factors were taken into consideration. In addition, the scheduled opening of new facilities would further increase the variance in the number of units assigned to regions.

In approaching the problem of realigning the regions, it was determined that the main criterion should be to equalize the number of administrative units within the regions to the extent possible. The assumption was that the major administrative impact upon regional staff is related to the number of administrative units under the authority of the region. Although student population may have some impact upon regional staffing, it is considered less significant than that of the number of administrative units. It was also determined that regional placement of schools should be based upon administrative units rather than buildings, since an administrative unit designates a single point of authority and therefore delineates more clearly the span of control of regional offices. Other criteria which were considered are:

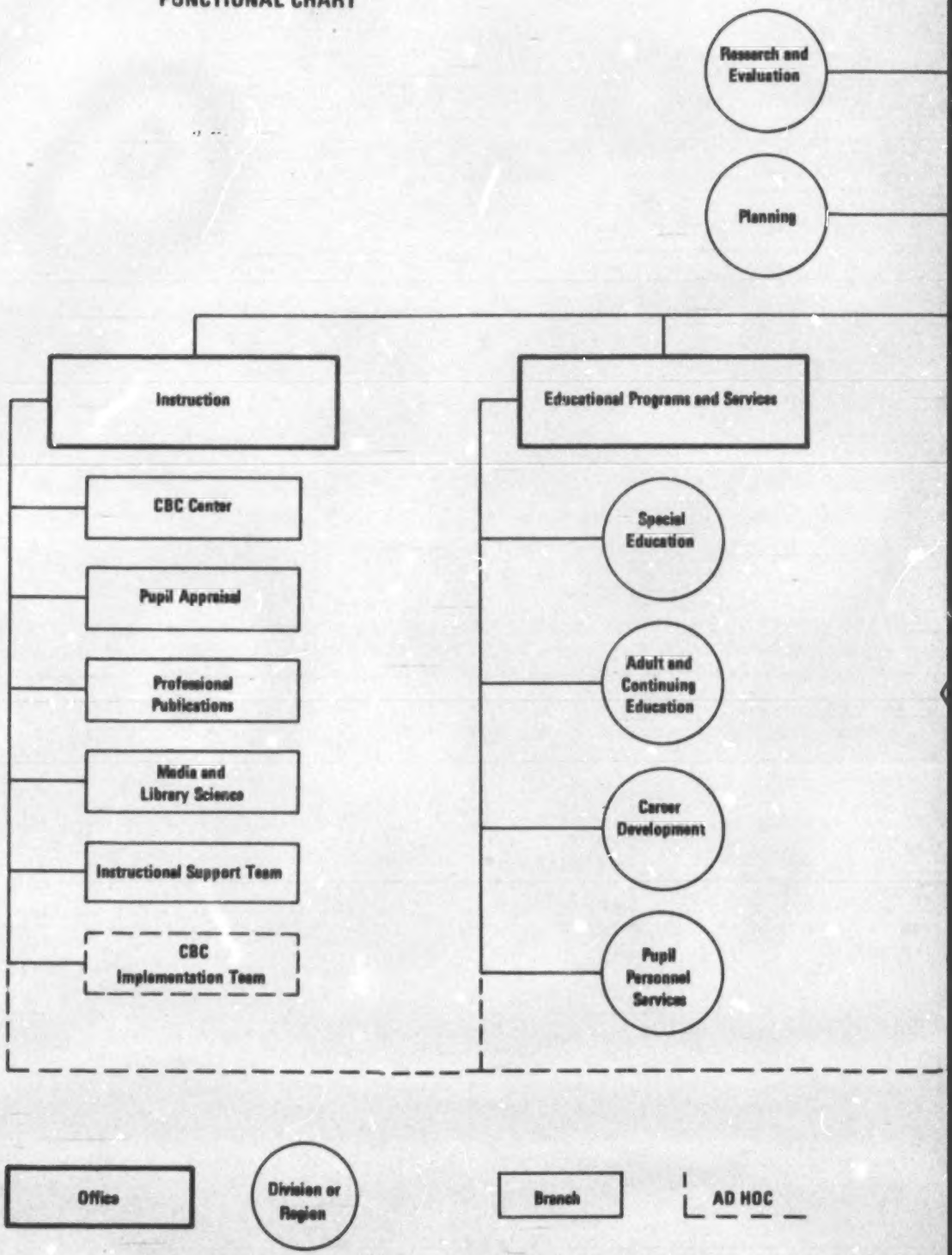
- Proximity of units
- Feeder school patterns
- Boundaries of schools
- Natural boundaries
- Existing "regional boundaries"
- Possible future population trends
- Historical arrangements, i.e., Model Schools, Anacostia Project
- Socio-economic factors
- Centralization of Career Development Centers

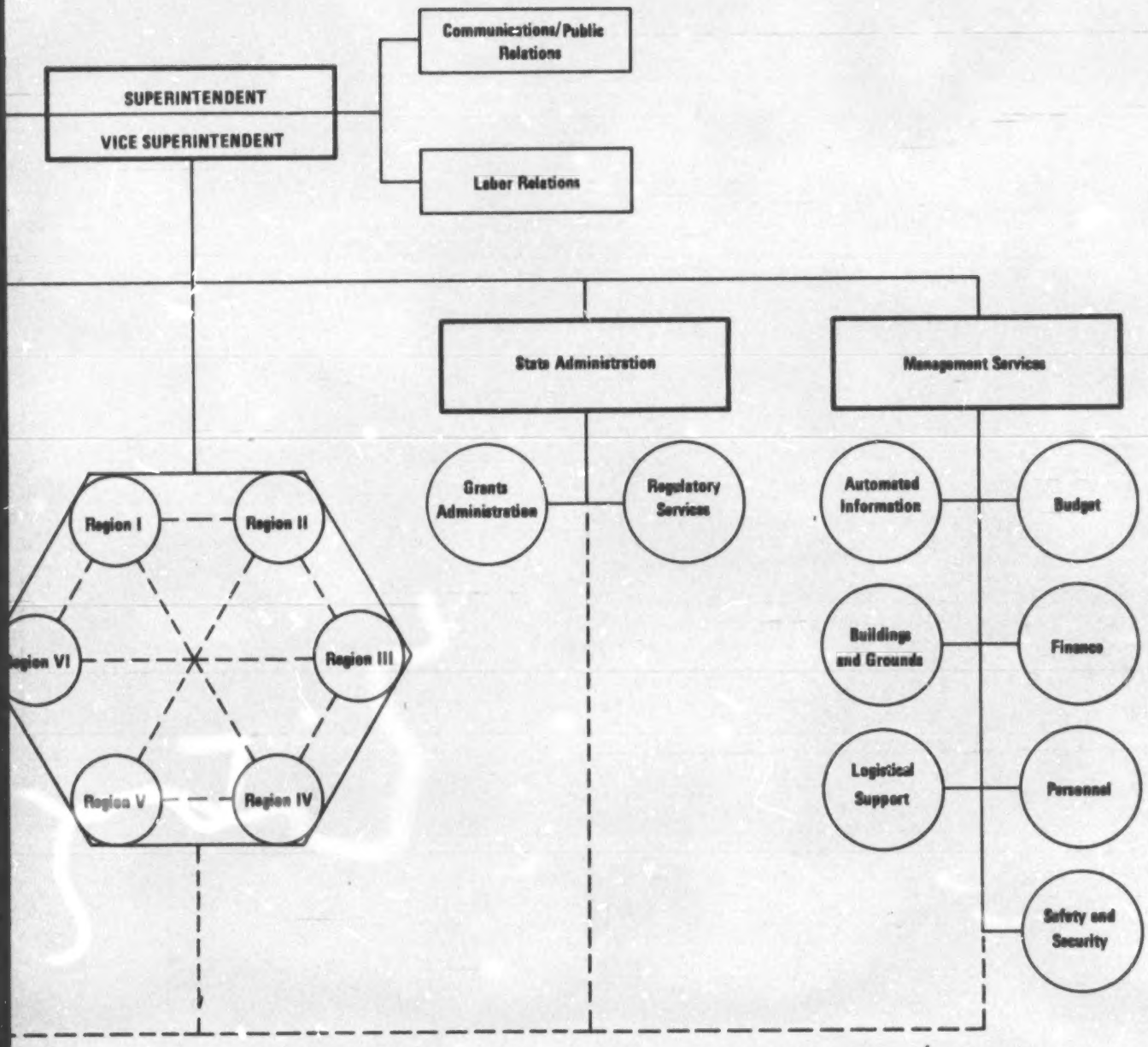
Effective August 1, 1976, administrative units were reassigned in order to realign the regions. These reassignments are shown in Chart II, while revised regional boundaries are shown in Chart III. Regional functions and staffing requirements are being reviewed in order to determine the most effective staffing pattern for the delivery of services.

Chart I

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

FUNCTIONAL CHART





Superintendent of Schools

October 1, 1976

CHART II
LIST OF ADMINISTRATIVE UNITS BY REGIONS

REGION I

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Beers	719
Birney	997
Congress Heights	706
Draper	660
Garfield	737
Green	927
Hendley	772
Ketcham	840
Leckie	631
Malcolm X	894
McGogney & Annex	1,046
Moten	1,646
Nichols Avenue	274
Orr	700
Friendship Educational Center	1,220
Patterson	545
Randle Highlands	450
Savoy	812
Simon	749
Stanton	1,108
Terrell	
Turner	985
Washington Highland	1,000
Wilkinson	
Winston	
Junior High	
Douglass	1,400
Hart	1,888
Johnson	1,477
Kramer	1,103
Senior High	
Anacostia	1,587
Ballou	2,697
Special	
Birney Annex	53
Administrative Units: 32 TOTAL	28,526

REGION II

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Adams	500
Amidon	391
Bancroft	700
Bowen	453
Brent	400
Cooke, H. D.	829
Eaton-Hearst	639
Giddings	265
Hardy	182
Hyde-Key	160
Janney	255
Lafayette	725
Mann-Stoddert	400
Morgan	425
Murch	517
Oyster	340
Ross-Stevens	299
Syphax	425
Thomson	395
Junior High	
Deal	1,016
Francis	706
Gordon	575
Jefferson	565
Randall	781
Senior High	
School Without Walls	150
Western	926
Wilson	1,800
Special	
Jackson	70
Lenox	71
Webster	231
Administrative Units 30 TOTAL	15,321

REGION III

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Aiton	630
Benning	398
Burrville	491
Carver	251
Davis	870
Drew	795
Fletcher-Johnson	
Harris	800
Houston	592
Kenilworth	557
Kimball	934
Merritt	538
Nalle	770
Plummer	691
Richardson	549
River Terrace	370
Shedd	797
Smothers	530
Thomas	770
Weatherless	717
Young	706
Junior High	
Browne	1,250
Evans	1,120
Miller	1,351
Roper	1,231
Sousa	1,034
Woodson, C.G.	1,000
Senior High	
Spingarn	1,800
Woodson, H.D.	2,100
Special	
Richardson Annex	141
Spingarn STAY	1,500
Administrative Units: 31	
TOTAL	25,193

REGION IV

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Blow	585
Bryan	455
Buchanan	280
Cook, J.F.	337
Edmonds-Peabody	375
Gibbs	530
Goding	441
Kingsman	374
Lenox	289
Logan	273
Lovejoy	266
Ludlow-Taylor	600
Maury	300
Miner	581
Payne	531
Simmons	535
Slater-Langston	297
Tyler	597
Van Ness	44[illegible]
Walker-Jones	60[illegible]
Watkins	356
Wheatley	712
Wilson, J. O.	685
Junior High	
Eliot	984
Hine	574
Stuart	534
Terrell	566
Senior High	
Dunbar	1,400
Eastern	2,000
Special	
Capitol Page	85
Administrative Units: 30	
TOTAL	16,588

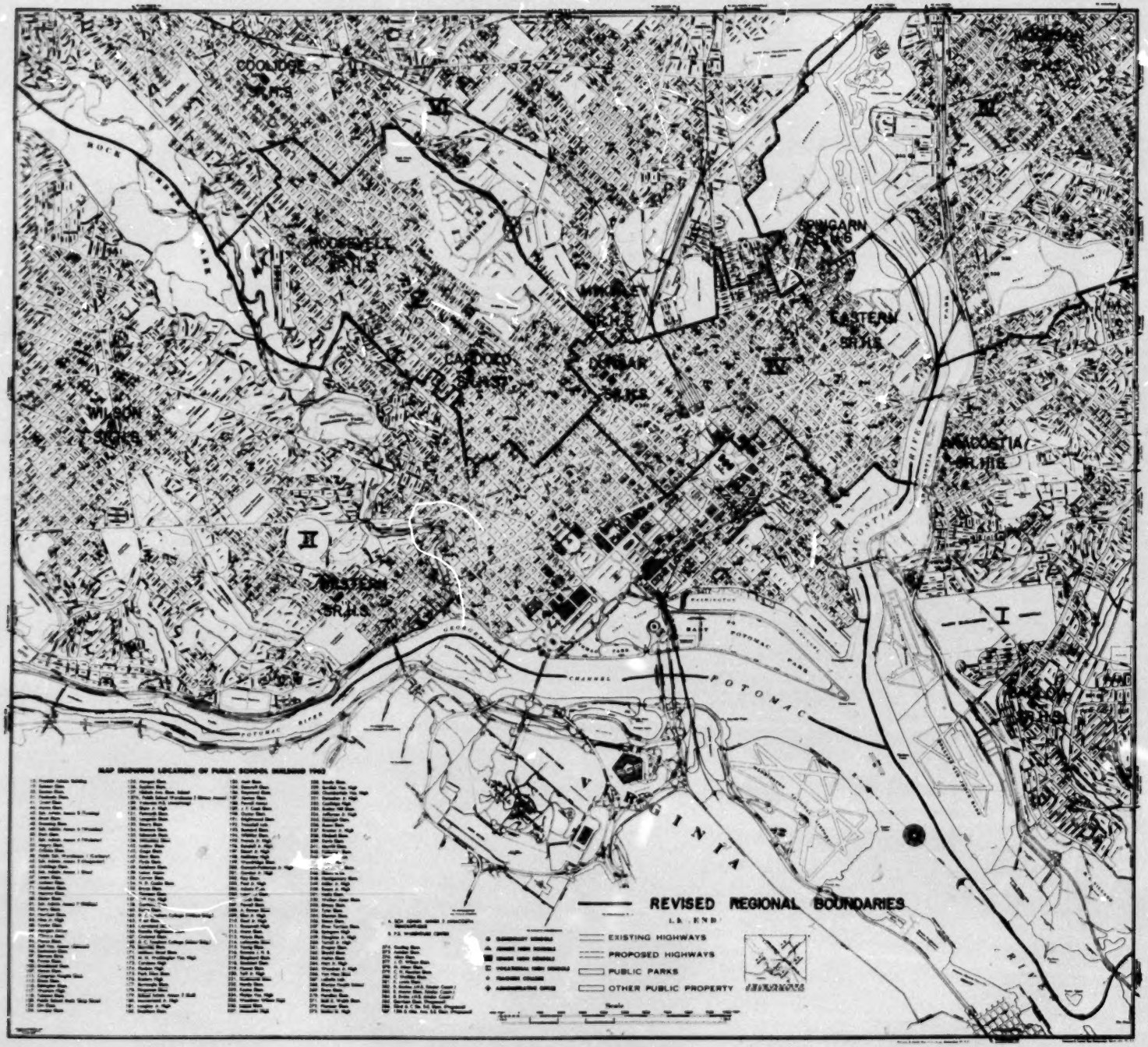
REGION V

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Barnard	540
Bruce-Monroe	653
Bundy	268
Clark	534
Cleveland	287
Gage-Eckington	485
Garrison	619
Grimke	255
Harrison	412
Lewis	340
Meyer	904
Montgomery	400
Mott	460
Park View	670
Petworth	400
Powell and Annex	525
Raymond	730
Seaton	590
Truesdell	672
Tubman	775
West	390
Junior High	
Banneker	775
Garnet-Patterson	567
Lincoln	1,045
Macfarland	1,116
Shaw	1,100
Senior High	
Cardozo	1,600
Roosevelt	1,925
Special	
Sharpe Health	234
Administrative Units: 29	
TOTAL	18,998

REGION VI

ADMINISTRATIVE UNITS	PROJECTED ENROLLMENT 1976-77
Elementary	
Brightwood	622
Brookland	692
Bunker Hill	453
Burroughs	620
Emery	731
Fort Lincoln	
Keene	490
Langdon	585
LaSalle	635
Noyes	500
Rudolph	740
Shaed	610
Shepherd	450
Slowe	560
Takoma	537
Webb	770
Whittier	750
Woodridge	314
Junior High	
Backus	727
Hamilton	1,250
Langley	900
Paul	957
Rabaut	1,145
Taft	1,333
Senior High	
Coolidge	1,500
McKinley	2,394
Special	
Lee	236
Military Road – Grant	118
Administrative Units: 28	
TOTAL	20,619

CHART III

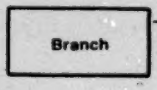

COOLIDGE SR.H.S.
ROOSEVELT SR.H.S.
WILSON SR.H.S.
CARDOZO EAST
CARDOZO SR.H.S.
DUNBAR SR.H.S.
WOODSON SR.H.S.
KENGAN SR.H.S.
EASTERN SR.H.S.
EASTERN SR.H.S.
ANACOSTIA SR.H.S.
ANACOSTIA
POTOMAC
RIVER
I
II
IV
V
VI
REVISED REGIONAL BOUNDARIES
EXISTING HIGHWAYS
PROPOSED HIGHWAYS
PUBLIC PARKS
OTHER PUBLIC PROPERTY

STEP III: UNIFORM NOMENCLATURE

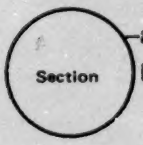
During the past few years, there has been a varied use of nomenclature in developing organization charts for the school system. This has led to some confusion in the use of such terms as office, division, department, branch, section, etc., and the reporting relationships. Chart I of this document reflects the application of uniform nomenclature as listed and defined below:

—a central level unit headed by the Superintendent or a Deputy Superintendent, or an Associate Superintendent with system-wide responsibility for the general direction, management and control of all affairs related to the functions of the school system or a specific office.

—a central or regional administrative sub-unit of an Office headed by personnel of Director or Assistant Superintendent status with responsibilities to direct staff members and manage functions, programs, and/or supporting services.



—an administrative sub-unit of a Division or Region, with responsibilities for carrying out selected functions of the Division or Region.



—a sub-unit of a Branch with responsibility for a specific program or management activity.

All organization charts will be accompanied by appropriate mission and function statements and will be authenticated by the signature of the Superintendent of Schools and the date of approval.

STEP IV: PATTERNS FOR COMMUNITY INVOLVEMENT

An analysis of the present structures for community involvement in the Public Schools reveals a multiplicity of methods for parental and community involvement and input. These existing patterns are being examined and new possibilities explored in an effort to devise a plan for the systematic inclusion of all parties concerned with the welfare of the children and the public schools. However, the model for input must remain flexible because the very nature and complexity of the D. C. School System necessitates a cooperative, developmental, and transitional process to effectuate and reconcile elements of change.

PERFORMANCE SCHEDULE

Actions for realignment and implementation of the organizational schema are indicated on Chart IV.

CHART IV

PERFORMANCE SCHEDULE FOR IMPLEMENTATION OF ORGANIZATIONAL SCHEMA

ACTIONS	TIME FRAME		
	August	September	October
1.0 Approve the Design for the Delivery of Educational Services	→		
2.0 Establish the Office of Associate Superintendent for Educational Programs and Services	→	→	
2.1 Reorganize and combine Guidance and Counseling, Career Counseling, and ESAA Counseling Component	→	→	
2.2 Realign intradisciplinary relationship in the Division of Pupil Personnel Services	→	→	
2.3 Reestablish reporting line of Special Education Schools from Region to Division of Special Education	→	→	→
2.4 Transfer Division of Pupil Appraisal to Office of Instruction	→	→	
3.0 Reorganize the Office of the Associate Superintendent for Instruction	→	→	
3.1 Establish CBC Coordinating Team	→	→	
3.2 Establish Instructional Support Team	→	→	
3.3 Specify requirements for Test Development Unit	→	→	
3.4 Transfer Division of Career Development to Office of Educational Programs and Services	→	→	→
3.5 Transfer State Office liaison for ESAA to State Administration	→	→	→
3.6 Redirect reporting line for instructional support personnel to Office of Instruction	→	→	

ACTIONS	TIME FRAME		
	August	September	October
4.0 Reorganize the Office of State Administration	→		
4.1 Establish Division of Grants Administration	→		
4.2 Establish Division of Regulatory Services	→		
4.3 Transfer Bilingual Program to Office of Instruction	→		
4.4 Transfer Division of Adult and Continuing Education to Office of Educational Programs and Services	→		
4.5 Transfer GED to the Office of State Administration	→		
4.6 Delineate state functions of Adult Education, Career Development, Special Education, Food Services and ESAA	→		
4.7 Transfer state functions of Item 4.6	→		
5.0 Management Services–Combine Safety and Security	→		
6.0 Develop Mission Statements and Performance Tasks for each office	→		
7.0 Initiate development of the instruments for Monitoring and Quality Verification System for delivery of educational services	→		
8.0 Develop program for Procurement System for CEC	→		
9.0 Implement the Monitoring and Quality Verification Process	→		
10.0 Develop and disseminate informative documents on the elements of the delivery system	→		
11.0 Develop and disseminate an official organization Chart of the Public Schools of the District of Columbia accompanied by appropriate mission and function statements	→		
12.0 Develop and implement a comprehensive plan for community involvement	→		

Prepared by

The Office of the Superintendent

0252